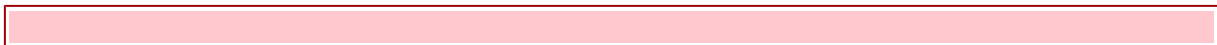

Good Morning, Colleagues,

Our September 2021 newsletter is jam-packed with good stuff! Check it out to find links to events (highlighted in yellow), great information and resources.

- A Message from CTL Faculty Fellow Lauren Obermark: What does it mean to participate?
- Learn new teaching approaches: Three Teaching Intentions: The Participation Edition
- Website Update: See CTL's new website
- Photo Rosters: MyView is the place to find photo rosters
- **ACUE Lunch and Learn Series: Register** and Learn from and with ACUE credentialed faculty (1st one is Sept 17!)
- **FTTC: Register now** for the Focus on Teaching and Technology Conference September 29th - October 1st
- **New Opportunities for Part-Time Faculty:** Register for Part-Time Teaching Circle events
- Message from the Library: A/OER Committee
- Meet new UMSL faculty: Thomasina Hassler in the College of Education
- Meet our new team member: Joel Erickson from the UMSL Testing Center
- **Mid-semester feedback:** Opportunities to opt into feedback on your teaching
- Course Evaluation: Updates about the end of semester Course Evaluation System

Sincerely,
Keeta

Dr. Keeta Holmes
Assistant Vice Provost for Academic Innovation
Director, Center for Teaching and Learning
University of Missouri-St. Louis



September 2021

CTL's Monthly Newsletter keeps you plugged into events and support available to everyone in the UMSL teaching community and research-informed practices for use in the classroom or online.

In This Issue

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What does it Mean to Participate?

*A message from CTL Faculty Fellow and Associate Professor of English
Lauren Obermark.*

We are now a few weeks into a new semester, and one that, for many of us, continues to feel a bit wobbly, a bit unknown, a bit daunting. We are perhaps teaching courses and engaging with students and colleagues in continuously new (and sometimes disconcerting!) ways. For instance, though I have taught courses entirely online and finally felt comfortable with that mode, this semester is the first one that I have taught a blended format course, in which I meet with students once a week on Zoom, and they then navigate course content asynchronously throughout the rest of the week. Designing this blended course was difficult for me; I felt confused about some of the “basics” of what I have come to believe (and know) about teaching.

I had to re-think, in particular, how I wanted students to engage with the often unfamiliar, abstract and theoretical course texts and, even more, how could they engage with one another in a way that extended the work we would start during our synchronous Zoom sessions? In other words, what would participation look like in this new course? How would I define the act of participation for (and ideally, with) students? How could I seek and use their

input to refine participation in an ongoing way? And how would I assess participation...since I anticipated students would rightfully inquire how their participation in the course would “count” (or not?) as part of their grade.

While participation was at the forefront of my mind for this new course in particular, as someone who teaches classes that use ample discussion and writing as methods for learning, participation is never far from my mind when I am designing and teaching any course, whether it is face-to-face, online, or blended. I have spent some time researching and writing about this topic as it applies to my own discipline ([The Rhetoric of Participation, CCDP/USUP 2019](#)), and there are many key ideas about participation that stay with me and apply to nearly any discipline or approach to teaching.

What I find particularly exciting about playing with participation in my classes is that it enlivens me but does not overwhelm me because playing with participation can happen at any point in the semester through “small, potent gestures” ([Selfe](#)). Even more, the actions I undertake help me strive toward making my classroom more accessible and equitable. While I do spend time thinking about how I want to define and enact participation when designing a course (via my major assignments and course policies), I also revisit notions of participation throughout the semester in small, quick, in-the-moment ways. For example, via quick surveys, I touch base with students about how they are participating, as well as how they want to participate, and I then plan course activities around their feedback, implementing small pedagogical adaptations I can make by the next week.

Please see the "Teaching Intentions" section to hear more from CTL Faculty Fellow Lauren Obermark for specific ways of how to approach participation in your courses.

**Three Teaching Intentions - Participation
Edition written by Faculty Fellow Lauren
Obermark**

This section will highlight technology, activities, practices, or elements of course design for the online or on ground classroom to be implemented with intentionality. Every suggestion will not be appropriate for every context. Please see our contact information at the bottom of the newsletter to set up an individual consultation if interested in discussing these ideas in more detail.

Invite Multiple Forms of Participation and Engagement

My first teaching intention is the most important, and I think the most fun, too, in the ways it allows for a thorough re-thinking of what participation is and what it can accomplish. When designing courses, as well as in my day-to-day lesson planning, I make it a central goal to invite multiple ways for students to engage with one another and the course material. In some ways, Zoom has demanded this of me; for instance, students gravitate toward the chat rather than asking a question aloud. This prompts me to ruminate, more than ever, on how even silent students might be participating via thoughtful listening. Prompted by pandemic conditions, as well as a lifelong commitment to antiracism and accessibility in my teaching, I challenge myself each semester to be more intentional about building in room for diversity in participation: when can students use writing to participate? When can we make use of small groups? What about simple polls or surveys? Or creating visualizations of central concepts? What might I plan for synchronously? What might lend itself to asynchronicity?

Learn More: [Kevin Yee, “Interactive Teaching Techniques”](#) --a quick, easy to implement list of interactive participation approaches, even divided up by teaching method (lecture, discussion, small group, etc.)

Learn More: [Stacey Waite, “Andy Teaches Me to Listen: Queer Silence and the Problem of Participation”](#) --a short, reflective teaching narrative exploring forms of student participation that may make us uncomfortable, with a particular focus on student silence

Learn More: [Jay Dolmage, “Universal Design: Places to Start”](#)--conceptualizing participation as “multiple means of engagement and expression” draws from a disability-informed pedagogical approach called Universal Design for Learning (UDL); this brief article explains how to get started with UDL, including a lengthy appendix of particular approaches to try in different kinds of courses.

Define and (Re-Define) Participation with Students

Participation is unique because unlike other major assignments (essays, exams, group projects, etc.), participation is often a valued (and graded) part of our course ecosystems, but when we use the term “participation,” students are not clear what we mean, as professors define and enact the term differently and hold varied expectations for how students should perform participation. Frequently, students guess that the nebulous category of participation solely means attending classes or offering a certain amount of oral contributions during class.

And this guess is not too off the mark, as many instructors, in an effort to reward participation, heavily base their assessment on student presence in the classroom and students saying something during the class period ([Critel](#)). Of course, for many of us, participation means much more than attendance and oral contributions. However, do our students always realize this? Especially if you invite multiple forms of participation, it might take some serious discussion with students to figure out what that means in the context of your course.

While it is important to clearly define and explicate participation early on, likely on your syllabus, the beauty of participation is that it can also be more attuned to student feedback (and revision) than other parts of a class. Major projects, for instance, can feel cumbersome to revise in-the-moment. But when it comes to participation, student feedback can be collected through simple, speedy processes like focused minute papers or google forms about what is working well and what students might want to see or try out going forward.

Learn more: [Elizabeth Brewer, “Involving and Evolving: Student Feedback and Classroom Participation”](#)--An essay that both theorizes and enacts one professor’s journey with collecting and using student feedback; includes an appendix of easily adaptable resources.

Grading Participation

Participation is often a graded component of coursework, while sometimes participation is an expectation and necessity, and it certainly affects student

learning, but it is not in and of itself a credit-bearing activity. There is no right or wrong answer here; instructors can show students that deep, respectful engagement in a course is valued and enhances learning whether they opt to grade participation or not. But this final intention focuses on how to make the “participation grade,” when it is part of the class, as transparent as possible.

As outlined above, because students find participation nebulous or confusing as a concept, they may similarly struggle to understand how participation affects their grade or their overall experience as learners. It follows, then, that if participation is a graded component of a course, students will likely feel more comfortable and motivated if they have a clear sense of what is being graded. Be explicit about what participation looks like for you and why you value it enough to attach a grade to it. If a participation grade is based on attendance or a certain amount of oral contributions, say this to students, and say it in multiple ways and in multiple locations--in your syllabus, in your conversations during class, or via weekly written announcements or videos. Further, grading participation may lend itself to student involvement and feedback, too, asking them to co-design participation rubrics or self assess their participation as a form of engaged reflection and goal-setting.

Learn More: Kerry Dirk, [“‘I Hope It’s Just Attendance’: What Does Participation Mean to Freshman Composition Students and Instructors?”](#) --A case study article about how instructors believe they define participation compared with how students perceive participation as a graded component of courses.

Learn More: [Denise D. Knight, “A Useful Strategy for Assessing Class Participation”](#)--a very brief and adaptable overview about how instructors can ask students to self assess participation and work toward a collective re-definition of participation expectations in the process.

Back in June, we updated our website to help faculty, students, and staff better navigate the different resources that the CTL offers. Our home page displays the various ongoing events and orientations; there are now tabs where you can find resources for teaching, student support, feedback on teaching, information about events and programs, and useful tips to keep teaching and learning. We are hoping

that this change to our website will make it easier to find what you need!

While we launched most of the website, some of the pages may be under construction and/or you may find links that are broken or missing. If you notice anything, please contact the CTL at ctl@umsl.edu with the subject as "CTL Website."

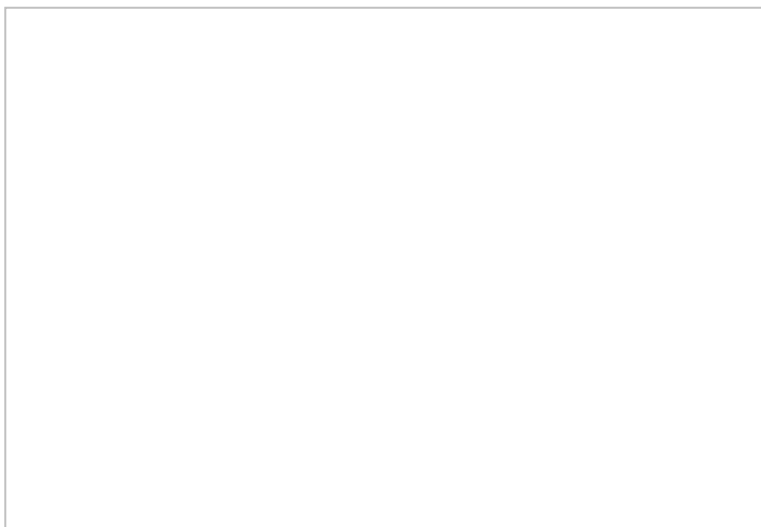
Where to Access Photo Rosters

If you are the official instructor of record for a course or section (the Registrar's Office has identified you by your "emplid" as the instructor for that course or section) then you will automatically have access to the Class and Photo Rosters through the MyView Faculty Center.

These steps ensure you are viewing the most complete and accurate list of enrolled students in your class along with their photos (if they submitted one).

1. [Sign on to MyView](#), Go to menu (left hand side) and click on Self Service, then click on Faculty Center.

2. The Faculty Center tab will then display something like this:



3. Click on "Class Roster" icon next to your class to retrieve the roster.



4. When you see your list of students, click "Printer Friendly Version" at the bottom right. On the next page that appears, click "Show Photos" and then save as a PDF or

print to bring to class to help you learn your students' names.

Have questions? Course rosters are managed by the Registrar's Office in MyView. Please contact them at registration@umsl.edu if you need their help downloading any photo rosters.

ACUE Lunch and Learn Series: Open to All Members of our Teaching Community

Faculty that participated in ACUE's "Effective Online Teaching Practices" will host monthly Lunch and Learn meetings in 2021-2022 to share what they found to be successful in their courses. These monthly meetings are open to all UMSL faculty, staff, and graduate students to learn more about the innovative work of our colleagues.

The Association of College and University Educators (ACUE) "Effective Online Teaching Practices" program provided faculty with an opportunity to learn evidenced-based teaching strategies, apply, and reflect on what they have learned. We have been featuring faculty from the program who employ practices from the [program in our CTL newsletters](#) over this past year. Please check out past issues to learn from the creativity of your colleagues.

You will have the opportunity to continue to learn from and with your colleagues through a virtual Lunch and Learn Series where ACUE credentialed faculty will share strategies that have been successful in their courses and then host discussions about how you can employ those strategies in your own context. All members of the UMSL community (faculty, staff, graduate students) are welcome to attend.

Event Details:

- **Date of the first Lunch and Learn:** September 17th, 12:00 - 12:50 PM
- **Presenters:** Erin Whitteck (CTL and Chemistry and Biochemistry) and Maureen Quigley (Art & Design)
- **Topic:** Accountability Groups with Students and Faculty
- **Location:** Virtual (see Registration below)

If you have any questions please reach out to CTL Assistant Director Erin Whitteck (elwbcf@umsl.edu).

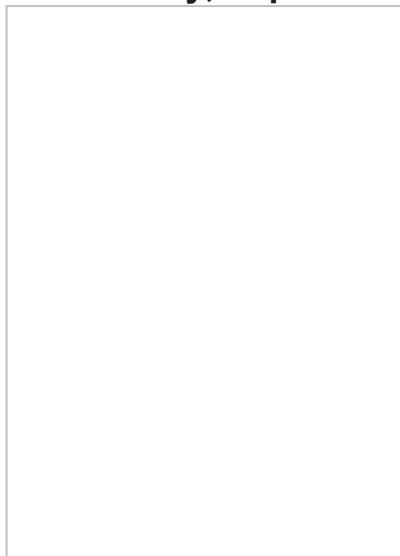
[Register here for the Fall ACUE Lunch and Learn Series](#)

Focus on Teaching and Technology Conference (FTTC) - VIRTUAL

September 29 - October 1st

The Focus on Teaching and Technology Conference offers an ensemble of keynote addresses, faculty innovations during concurrent sessions, technology workshops, and vendor exhibits. The conference is virtual and free.

Wednesday, September 29, 2021



Saundra Y. McGuire - Director Emerita of the Center for Academic Success, Professor Emerita in the Department of Chemistry, and retired Assistant Vice Chancellor at Louisiana State University.

KEYNOTE: Wednesday, September 29, 10:30am-12:00pm CST

Help Students Assume Their Role in the Learning Process: Teach Them How to Learn 21st Century students come to college with widely varying academic skills, approaches to learning, and motivation levels.

Faculty often lament that students are focused on achieving high grades, but are not willing to invest much time or effort in learning. This session will focus on the importance of helping students acquire simple, but effective, learning strategies based on cognitive science principles. We will engage in interactive reflection activities that will allow attendees to experience strategies that can help students play a proactive role in their own learning and significantly improve their success.

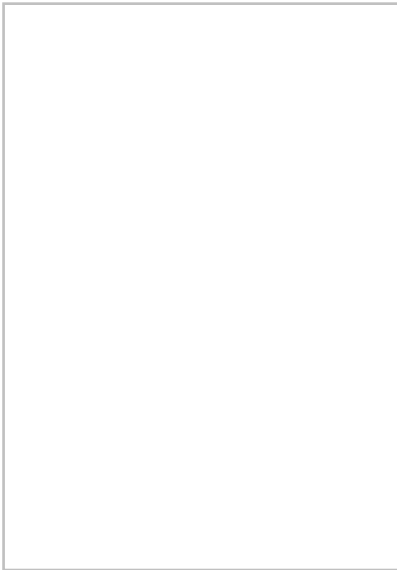
KEYNOTE WORKSHOP: Wednesday, September 29, 1:00am-2:30pm CST
Increasing Student Motivation through Metacognition: Strategies that Work

Motivating today's students to actively engage in learning activities proves challenging for most faculty. Very often Gen Z students do not respond as did students in the past to extrinsic motivators such as bonus quizzes and extra credit assignments. However, as James Raffini presents in *150 Ways to Increase Intrinsic Motivation in the Classroom*, when the psychoacademic needs of students are met in creative ways, student motivation soars. This interactive workshop will engage faculty in a discussion of addressing student needs for autonomy, competence, relatedness, self-esteem, and enjoyment in order to significantly increase student motivation.

Note: This is a follow-up workshop to the morning keynote and it is recommended attendees have also attended that session.

[Read more about Dr. McGuire.](#)

Thursday, September 30, 2021



Bonni Stachowiak - Dean of teaching and learning and professor of business and management at Vanguard University of Southern California. As the creator and host of the [Teaching in Higher Ed podcast](#), she provides a space for discussing the art and science of facilitating learning. She also explores ways to improve our productivity, so we can be more present for our students and have more peace in our lives.

KEYNOTE: Thursday, September 30, 10:30am-12:00pm CST

Igniting Our Collective Imagination

When it comes to pedagogy, our sometimes-limited imagination can hinder our attempts to facilitate learning and engage students. This talk will explore how creative educators from around the world are igniting their creativity and heightening student learning. Approaches drawn from cognitive psychology, such as retrieval practice, will be discussed. Finally, the importance of our collective care and empathy will be stressed. Bonni has produced over 380 episodes of the Teaching in Higher Ed podcast and takes inspiration from the world-class educators she has had the honor of speaking to weekly over the past seven years.

KEYNOTE WORKSHOP: Thursday, September 30, 1:00am-2:30pm CST

Translating Our Intentions into Action: Authentic Productivity Approaches

Participating in FTTC can leave us brimming with ideas of how to incorporate what we have learned into our teaching. We all juggle multiple roles and can find our various priorities in competition with one another for time and attention.

We remain challenged by our quest to align our goals with what we spend our time on during a given day. More than ever, the systems we use to negotiate competing priorities, practice self-care, and manage all of the information coming at us are essential. In this session, we will explore ways to translate our intentions into action, have more peace in our lives, and be more present for all that is before us.

[Read more about Dr. Stachowiak.](#)

For more information including program or logistical details, [please see our Virtual Conference FAQs.](#)

[Register here the Focus on Teaching and Technology Conference](#)

Part-Time Teaching Circle

The Center for Teaching and Learning (CTL) helps coordinate the Part-Time Faculty Teaching Circle to provide support and community to our amazing part-time faculty. All planning is coordinated by the Circle's Advisory Group consisting of current part-time faculty. We invite all part-time (adjunct) faculty to join the group as their schedule allows.

Our monthly meetings dates, times are listed below and will be held via Zoom. Current topics and questions will be addressed at each meeting as well as an incorporating time for an open Q&A session for sharing ideas and challenges in the classroom.

- Tuesday, September 21, Noon-1pm
- Thursday, October 7, 6:00-7:00pm
- Tuesday, November 9, Noon-1pm
- Thursday, December 2, 6:00-7:00pm

Please email CTL Assistant Director, Jen McKanry mckanryj@umsl.edu with any questions.

[Register here for Part-Time Teaching Circle Sessions](#)

Affordable and Open Educational (A/OER) Campus Committee

Open educational resources (OER) are materials that are freely and openly licensed for use in teaching, learning, research and other purposes. Affordable educational resources (AER) are materials are those that offer access to students for lower costs than traditional publisher texts, often at \$40 or less per course.

The Affordable and Open Educational Resources (A/OER) campus committee is looking for interested faculty to join our group. The committee provides a forum for faculty who have already developed or would like to incorporate the use of A/OER materials in their courses. The committee meets 2-3 times a semester to support campus efforts to increase the number of A/OER resources and courses. The committee discusses issues affecting the adoption of A/OER, updates from across campus, system initiatives, and other topics related to creating, modifying, and implementing A/OER in the classroom. To learn more about A/OER at UMSL, please visit our [A/OER Site](#).

If you are interested in joining the committee or have questions, please contact Kim Baldus (balduski@umsl.edu) or Jaleh Fazelian (jfazelian@umsl.edu).

The first meeting of the committee this year will take place in October. We hope you consider joining us or sharing this information with interested colleagues. Thank you for supporting A/OER.

New Faculty Feature

Throughout this academic year we will be featuring the new full-time faculty joining our campus. This month we are featuring Assistant Teaching Professor Thomasina F. Hassler from the College of Education.

After retiring from a productive career as a school counselor, Thomasina F. Hassler earned a Ph.D. in Education with an emphasis in Social Justice at the University of Missouri-St. Louis in 2010, where she previously earned a Master of Arts in Secondary Counseling. Additionally, for more than thirty years Thomasina has had the opportunity to work periodically as an educational consultant providing professional development programs for educational institutions and business organizations.

Although she has taught in the College of Education for the past ten years, Thomasina is excited about being appointed as an Assistant Teaching Professor and Director of the Dr. Matthew D. Davis Racial and Social Justice Institute. She believes that this is a wonderful opportunity to challenge communities of students to examine structural inequality in our society.

Her commitment to service is exemplified by serving as Director of the Social Justice Ministry at her church, a member of the St. Louis County Board of Police Commissioners, as well as other leadership positions. For more than fifty years, she also has been a member of Delta Sigma Theta Sorority, a public service organization committed to the betterment of individuals in underserved communities.

The highlight of her life is being married for forty-eight years to her husband Mickey. They reside in Black Jack, Missouri and enjoy the company of five children and six grandchildren.

Meet our new Team Member - Joel Erickson

We are lucking enough to have a new member in the UMSL Campus Testing

Center.

Joel Erickson has a long history of work in higher education, most recently having spent seven years as a Research Coordinator at Northwestern University's Kellogg School of Management. Erickson now serves as an Educational Program Associate in the UMSL Campus Testing Center where he monitors student and professional testing, assists teaching faculty and helps in the coordination of day-to-day operations of the Center. Hailing from the western suburbs of Chicago, he holds a BA in Communications from North Central College in Naperville, IL, and an MA in Journalism from Ball State University in Muncie, IN. In his spare time he is an avid bicyclist, and lives in St. Louis with his wife and two very spoiled rescue dogs.

Mid-Semester Feedback

The CTL offers many opportunities for faculty to get early feedback on their course. Through these resources, faculty can use feedback immediately to adjust or improve courses while the semester is still in progress. This process empowers students to feel involved in shaping their educational experience. End of semester feedback improves when mid-semester feedback is solicited and addressed.

The Center for Teaching and Learning provides various ways that faculty can obtain mid-semester feedback from their students:

1. Mid-semester Feedback System

What is it? Confidential online questionnaire administered to students to obtain early feedback on the course. See the [questions in the survey before you register](#).

Who can see the results? Only the instructor has access to the feedback.

What are the benefits? Confidential feedback that can be implemented before final course evaluations.

When can you register? [Faculty can register for the mid-semester feedback system](#) as soon as the semester begins and continue until registration closes at end of day on September 27, 2021.

When is the survey available for students? The survey is available through end of day October 15, 2021.

Need help or want to explore the FAQ about the mid-semester feedback survey system? [Check out this resource.](#)

2. GIFT (Group Instructional Feedback Technique)

GIFTs will be offered during the 2021-2022 academic year as capacity allows for in-person or blended courses only.

What is it? A facilitated student group interview about what is working well in a course and where obstacles to learning may be.

- Instructor explains to the students in the class session prior to the GIFT what will happen during the process, and why the process is being initiated.
- The day of the GIFT the instructor introduces the CTL facilitators and leaves the room.
- During the last 20-25 minutes of class the facilitators guide students to reach consensus around what is fostering their learning, barriers to their learning, and potential solutions to those barriers.
- Facilitator summarizes the responses and within one to two days meets with the instructor to discuss the feedback and potential teaching strategies.
- Instructor reports proposed changes and feedback to the class.

Who can see the results? Only the instructor and the CTL consultant have access to the feedback.

When can you register? *GIFTs will be offered during the 2021-2022 academic year as capacity allows.* [Faculty can register for a GIFT](#) now for 16-week classes by end of 5th week of semester and for 8-week classes by end of 3rd

week of course.

When should the GIFT be completed? The GIFT should be completed around mid-semester but should not be administered directly before or after a major exam or assignment.

What are the benefits? Confidential feedback that can be implemented before final course evaluations. Student empowerment and trust built with the instructor through the process.

If you have any questions about mid-semester feedback please contact CTL's Learning Analytics Coordinator, Mary Painter, mapxvc@umsystem.edu.

Course Evaluation System

Course evaluations are now managed in the CTL. The Faculty Senate set dates for opening and closing of course evaluation surveys, as well as when faculty can access their results.

The course evaluation schedule for the 2021-2022 academic year as decided by the Faculty Senate is now updated on the [CoursEval Resources Guide webpage](#) and the [CoursEval for Students webpage](#). On these webpages, faculty and students can find information on when surveys will be open, report release dates, and information on the CoursEval system.

Last year, CoursEval and course evaluation services became part of the CTL. Starting in the Fall, course evaluation surveys will be set up through the CTL in collaboration with department chairs and college deans. Faculty, business support personnel, college deans, and department chairs will be able to access reports through courseval.umsl.edu. If you have any questions about course evaluations, please contact CTL's Learning Analytics Coordinator, Mary Painter at mapxvc@umsystem.edu.

About the Center for Teaching and Learning (CTL)

The Center for Teaching and Learning (CTL), a division of the Office of Academic Affairs, supports the professional development of those who teach and learn at the University of Missouri-St. Louis. Our goals - to promote engagement in courses, on campus, and in the community - enhance the University as we align our activities, services, and consultations with the campus goals to promote excellence in teaching, research, and service.

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